

## Continuing Medical Education – A New Paradigm

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Continuing Medical Education has featured strongly in this journal in the past. The format has consisted either of "picture quizzes" or articles followed by self-assessment multiple choice questions. The feedback has been encouraging and has reflected the amount of preparation that has taken place for these CME articles. For many of the pieces we will, therefore, be continuing the current format. But, never one to rest on its laurels, the Journal will be breaking new ground. This is the result of asking the simple question "How do we best learn?" For controversial issues it is often by hearing two expert protagonists engaging in debate.

We are translating this approach to the written format by introducing you to two imaginary professors. This will form the basis of the occasional article, the first of which follows in this issue.

Therefore you can look forward to variety of styles for CME in this journal, and you can expect us to take the lead in developing new approaches. Regardless of format, the aim will be to have approximately 8 CME articles each year. We encourage discussion and contributions on CME from the Society members and the readership at large.

## The Professors' Debate – How to manage primary HIV infection

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The two professors always begin their debate as a result of an impromptu meeting at the corner of the common room. A seemingly chance remark by one causes the other to disagree, and within a short time there is a heated debate. Although starting as a private discussion, quite frequently an audience gathers. It is not unknown for both professors to play to the audience. Professor I. C. Cool is a calm, benign sort of chap, who has gone through his long medical career as a non-interventionist, preferring to observe rather than rush in. Professor B. L. O. Fire likes to investigate thoroughly,

and to treat quickly and aggressively. It has never been known for the two professors to agree over major issues. People are surprised that they spend so much time together: it could be that they enjoy their arguments. The one thing they do have in common is that they "know" their interpretation is the right one. We ask the reader to make allowances for their stubbornness – they are professors after all . . .

*Professor Cool:* Hello, Boris, we have a case on the ward that will interest you. It is a young man who presented